

INTERNATIONAL BUSINESS UNIVERSITY (IBU)

POLICY CONTROL

Policy Number	3021
Policy Title	Academic Accommodations Policy
Policy Owner / Responsible Offices	Office of the Registrar
Approval Authority	Academic Council
Applies To	All domestic and international students registered in a program at IBU
Approval Date	August 22, 2025
Effective Date	August 22, 2025
Review Date/s	August 22, 2027
Revision Date/s	-
Revision Implementation Date/s	-

1. INTRODUCTION AND BACKGROUND

IBU recognizes that a student's academic journey takes place in settings where students with disabilities may face barriers that challenge their accomplishment of educational goals. IBU is committed to providing an accessible and equitable learning environment by incorporating necessary academic accommodations to ensure that all students can acquire and demonstrate the fundamental knowledge and skills required to achieve the learning objectives of a course or program.

2. PURPOSE

This policy provides guidance for the request, consideration, and provision of academic accommodations at IBU, detailing guiding principles, applicable criteria, and corresponding responsibilities.

3. POLICY STATEMENT

The Definitions, Values and Principles, Responsibilities, and Processes in this Policy call upon IBU community members to act ethically, reasonably, and in good faith to ensure equitable accessibility to the IBU learning environment.

4. APPLICABILITY

This policy applies to all domestic and international students registered in a program at IBU. This policy is available to all past, current, and prospective domestic and international students of IBU.

5. DEFINITIONS

5.1 Ableism: The belief that people with disabilities are less valuable than people without disabilities, whether consciously or unconsciously. It involves negative attitudes and stereotypes that assume people with disabilities cannot fully participate in society, that they require extensive assistance from others, or that they are incapable of performing everyday activities such as working, caring for themselves, and socializing, contributing to discrimination and exclusion. (AODA)

5.2 Academic Accommodation: A predetermined and individualized adaptation that adjusts the way a student with a disability accesses curriculum and course materials, participates in the academic and non-academic components of a program, and is assessed (quizzes, exams, assignments). Academic Accommodations have the purpose of ensuring that a student with a disability can meet the learning outcomes of a course or program.

5.3 Accessibility: It is the principle of designing and providing environments, services, products, and systems that eliminate barriers (physical, technological, communicational, or attitudinal) negatively impacting the full participation of people with across a spectrum of disabilities.

5.4 Essential Academic Requirements: The required knowledge and skills that a student needs to acquire and demonstrate to satisfy the educational purposes of a course or program.

5.5 Disability: A broad concept that encompasses various forms of physical, mental, or sensory ability differences (visible and invisible).

This Policy adopts the definition of disability as defined by applicable law, including the Accessibility for Ontarians with Disabilities Act, 2005 (Government of Ontario):

“(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

(b) a condition of mental impairment or a developmental disability,

(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

(d) a mental disorder, or

(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

5.6 Medical Documentation: Documentation supporting the existence of a disability and its functional impacts in a student or providing information regarding the functional impact of that condition and any associated limitations. This documentation must be derived from a current, comprehensive, and relevant evaluation conducted by a licensed healthcare professional qualified to diagnose and assess both functional limitations and needs arising from the disability.

5.7 Accommodations: Respect for dignity, individual needs, and full student participation should guide the design and provision of academic accommodations. The assessment, determination, and implementation of academic accommodations for students with disabilities will be conducted in accordance with applicable law, including, but not limited to, the Code and the Accommodations and Disability Act (AODA), as well as relevant institutional policies and procedures.

5.8 Non-course Degree Requirements: Include all the essential Academic Requirements that are not directly related to a specific course. Although Non-course Degree Requirements are not part of a formal subject or program, they are necessary to complete an academic program. These may include seminars, research projects, required certifications, and more.

6. POLICY

6.1 VALUES AND PRINCIPLES

6.1.1 Accommodation: The design and implementation of academic accommodations will be based on the principles of respect for dignity, individualized attention, inclusion, and

participation, prioritizing for each student, regardless of their disability status. They will act in accordance with applicable legislation, including, but not limited to, the Human Rights Code and the Accessibility for Persons with Disabilities Act of Ontario (AODA), as well as applicable institutional policies and procedures.

6.1.2 Accessible Environments & Universal Design for Learning (UDL): For students with disabilities, it is critical to consider both accessibility and academic accommodations. IBU is committed to providing an accessible educational environment through proactive actions that enable students to fully participate in learning spaces (digital or in-person). Intentional design of accessible course materials for demonstrating learning outcome mastery is called Universal Design for Learning (UDL) and is a proactive action for enabling the full participation of students with disabilities.

6.1.3 Equity, Diversity, & Inclusion: IBU welcomes and supports the success of students across a spectrum of diversities, including those related to or intersecting with disability. To this end, IBU implements student systems, processes, learning spaces, and curricula that enables equitable access and participation so that learners are included in their education process at IBU.

6.1.4 Confidentiality: The medical information and supporting documentation provided by the student-to-Student Support Services during the Accommodation process will be strictly confidential. This documentation will be collected, used, disclosed, and retained in accordance with the University's record management and retention schedule, policies, procedures, notices, and practices related to privacy, as well as the Freedom of Information and Protection of Privacy Act (FIPPA) and other applicable laws. This information will only be disclosed if required by applicable legislation or IBU University policies.

6.1.5 Collaboration and Shared Responsibility: IBU is committed to fostering a collaborative educational environment, establishing shared responsibility between students and faculty. It is expected that all members of the university will cooperate, as appropriate, in the academic accommodation process. Instructors will respect the privacy and confidentiality of their students when responding to the requests or needs of students with disabilities.

6.1.6 Timeliness: For both students and the University, it is essential to implement academic accommodations in a timely manner and as quickly as possible, in accordance with the provisions of this Policy. To this end, students, together with the Student Support Services, Instructors, and other relevant staff, must actively collaborate to efficiently address all the requirements necessary to implement a plan that guarantees individualized academic accommodations.

6.2 RESPONSIBILITIES / DUTIES OF ACCOMMODATION

6.2.1 DUTY TO ACCOMMODATE

IBU is committed to providing reasonable academic accommodations to students with disabilities, in accordance with current legislation. Instructors who identify a potential disability-related impact on academic performance should refer the student to Student Support Services. Requests should be made proactively and in advance, although retroactive accommodations may be considered. Interim accommodations may also be considered.

6.2.2 DUTY TO PARTICIPATE IN THE ACCOMMODATION PROCESS

The responsibility for actively collaborating in the accommodation process rests with students, Instructors, and staff. All individuals involved in the request, evaluation, implementation, or management of accommodations must be involved in a timely manner throughout the entire process.

6.2.3 DUTY TO PROVIDE DOCUMENTATION

The responsibility for actively collaborating in the accommodation process rests with students, Instructors, and staff. All individuals involved in the request, evaluation, implementation, or management of accommodations must be involved in a timely manner throughout the entire process.

6.2.4 LIMITATIONS TO DUTY TO ACCOMMODATE

IBU shall discharge its duty to accommodate in accordance with applicable law and the University's applicable policies and procedures by providing reasonable accommodations that maintain academic standards and academic integrity up to the point of undue hardship, which may involve consideration of costs, availability of outside sources of funding or health and safety requirements, and academic standards and integrity.

6.2.5 ACADEMIC ACCOMMODATION APPLICATION PROCESS

The process to accommodate a student needs to be shared with all the parties involved in the university and they must collaborate and engage with it to ensure it will be successful.

The participants of this process have designated roles:

6.2.5.1 Students

- Communicate their academic accommodation needs in a proactive manner and to Student Support Services
- Consult with Student Support Services and the Faculty, prior to enrolling in a course or program, about any concern they have in terms of their ability to meet the essential academic requirements of a course/program.

- Provide Student Support Services with the appropriate documentation related to their disability and consent to the University to make use of it for appropriate purposes.
- Acknowledge that the process for assessing and providing appropriate academic accommodations involves consideration of individual needs and circumstances and the complexity of academic accommodation provision.
- Understand that choosing not to use an approved accommodation while completing a course or non-course degree requirement may impact any appeal made based on disability in that course or non-course degree requirement.
- Notify Student Support Services when their academic accommodation(s), or plan no longer supports their academic needs.
- If necessary, engage in the resolution of the disagreements process.

6.2.5.2 Student Support Services

Student Support Services works with students to create and implement individualized academic accommodation plans so students can more fully participate in their studies. Instructors and staff facilitate academic accommodations for students with disabilities by:

- Coordinating student requests and academic accommodations planning and provision.
- Receiving and verifying all applicable documents regarding a student's disability related circumstances.
- Requesting and obtaining any additional documents regarding disability reasonably required by the University and per the requirements outlined in the Ontario Human Rights Code.
- Ensuring that all student information and all documents regarding disability are treated with confidentiality and security.
- Providing problem-solving support to students with disabilities when applicable, and/or making the necessary recommendations for an individualized academic accommodation plan where appropriate.
- Consulting with Instructors, as needed, on academic accommodations to ensure accommodation(s) does not challenge the academic integrity and requirements of courses
- Outlining the student's academic accommodation requirements with Instructors.
- Acting as the trusted resource by assisting and providing information and expertise pertaining to academic accommodations to Instructors and staff involved.
- Educating, when appropriate, students, faculty members, and staff as to their rights and responsibilities under this policy.
- If necessary, engage in the resolution of disagreements process.

6.2.5.3 Instructors

Instructors have a responsibility to learn about this Policy and its Procedures as well as the barriers faced by students with disabilities and have a duty to interact with students in a respectful and inclusive manner, to engage in the accommodation process, and to provide appropriate academic accommodations.

Instructors support the fulfillment of the accommodation program by:

- Collaborating with Student Support Services to ensure that alternative approaches and possible accessible accommodation solutions are designed into course curriculum, activities and materials while preserving the essential academic requirements of the course or non-course degree requirement.
- Working in collaboration with students, Student Support Services, and other staff, to support students who have an academic accommodation at IBU.
- Promoting an environment that is inclusive where all students treat one another with respect and, if necessary, engage in the resolution of disagreements process.
- Addressing any concerns regarding individual academic accommodation to Student Services.

6.2.5.4 Dean or Designate

The Dean or Designate will support the fulfillment of IBU's academic accommodation program by:

- Engaging in the Resolution of Disagreements about academic accommodations as specified in Section 7 below.

7. RESOLUTION OF DISAGREEMENTS

Students, Instructors, and Student Support Services are encouraged to seek agreement regarding mutually satisfactory provision of academic accommodations. In cases of disagreement and/or an accommodation plan is not accepted:

7.1 If an Instructor does not agree to implement an academic accommodation approved by Student Support Services, the Instructor will outline the essential course requirements that cannot be met with the approved accommodation, and/or the academic standard that would be compromised by the accommodation, and the Student Support Services designate shall review if another academic accommodation is possible. If it becomes clear that there will be no agreement on the provision of academic accommodations, the Dean or Designate will promptly be notified.

7.2 The Dean or Designate will meet with the Student Support Services manager (or designate) to review all relevant information as appropriate. If the Dean agrees with the approved academic accommodations, the Dean shall direct in writing that those academic accommodations be provided. If the Dean does not agree that the academic accommodations requested by the student are appropriate, or if the Instructor refuses to apply the

accommodation(s) as directed, the Dean shall provide notice, including their rationale, to Student Support Services and the student in writing within 5 business days from the date of the meeting.

8. REVIEW

This policy is reviewed periodically and/or as required by Academic Council.

9. COMPLIANCE PROCEDURES

All academic accommodations must comply with this policy, applicable legislation, and institutional procedures. Failure to comply may result in institutional action.

10. EVALUATION AND QUALITY ASSURANCE

IBU monitors the effectiveness of academic accommodations through collaborative review, adherence to legal standards, and continuous improvement of accessibility practices.

11. RELATED DOCUMENTS

Accessibility for Ontarians with Disabilities Act, 2005